



# Assessment Report

## PART 1: CONTACT & PROGRAM IDENTIFICATION

Report Year and Contact Information:		
2019-2020	Catron Allred	callred2@cnm.edu
Academic Year	Contact Person	Email

Name of Program:	Courses:						
Early Childhood Mult Educ Degree: Birth-3rd Teacher	ECED 1110	ECED 1115	ECED 1120	ECED 1125	ECED 1130	ECED 2110	ECED 2115
	ECED 2120	ECED 2121	ECED 2130	ECED 2131			

## PART 2: PROGRAM SUMMARY

Provide a high-level review of the program to include highlights, successes, challenges, significant changes, and significant resources needed to support the program.
<p>The Early Childhood Birth to Third Grade degree remains a popular field of study at CNM with 560 declared majors and 54 graduates in 2019-2020. The ECME program at CNM continues to grow its enrollment in the English and Spanish sections of the coursework. The Child Development Certificate (CDC) is an embedded certificate within the ECME programs aligned to a state industry certificate and many students start with the certificate before moving on to the associate degree. CNM received a contract from CYFD to run the Early Childhood Mentor Network in New Mexico to support the field of early childhood with professional development and mentorship for current educators and students. Students are now having higher quality practicum experiences through intensive support in their field work. Through surveys students are reporting that they feel more prepared for their careers as early educators and have stronger skills from working with mentors.</p> <p>In 2019-2020 the Early Childhood faculty worked on program alignment and developed key assessments in each course backwards designed from the final practicum outcomes. We will be looking at data and refining the key assessments moving forward.</p>

**Part 3: DATA REVIEW**

<b>Program Data</b> <b>(Each Review Year is defined as Summer, Fall, and Spring terms)</b>	<b>Review Year</b> <b>19-20</b>	<b>Review Year</b> <b>18-19</b>	<b>Review Year</b> <b>17-18</b>
Annual number of graduate awards is greater than 10	54	68	59
Number of declared majors	560	458	432
Average class size	22	22	22
Annual Average class retention rate is 70% or above (SAGE 65%)	90%	92%	93%
Annual C-Pass rate for coursework is 60% or above	82%	85%	88%
Average class fill rate at 60% or above capacity within a term or over a year	78%	77%	80%
Transfer numbers/percent	NA	28 (41%)	20 (34%)
Full-time to part-time faculty ratio	37: 68	33: 71	27: 87

**Summarize how your program met or did not meet the target measures based on the data above.**

All program targets were met with all measures being over 78% and 54 program graduates.

**Part 4: PROGRAM LEARNING OUTCOME ANALYSIS.**

Learning Outcome	Population or Course(s) Assessed	Assessment Methods	Summary of Assessment Results
Alignment between course learning objectives and summative assessments	All ECME courses	Survey.	<p>Students reported course assignments prepared them to meet course learning objectives in each ECME course offered and surveyed. In the Fall of 2019 and Spring of 2020, a total of 904 survey responses were collected across the 11 early childhood courses. Students were asked how well the course prepared them to meet the specific course learning objectives, and they were also asked to state which assignments aligned to each course learning objective. The scale of 0-5 allowed students to rate alignment as “very poor” (0), or “excellent” (5). The average rating for Fall 2019 and Spring 2020 was 4.69, slightly up from the previous year.</p>

Interpretation of Assessment findings
<p>Overall, students and instructors feel that the summative assessments are preparing students to meet the course learning objectives (i.e., that there is a high degree of alignment).</p>

**Part 6: ADDITIONAL ACTION PLAN IN SUPPORT OF STUDENT LEARNING (IF APPROPRIATE)**

Upcoming year	Changes planned for the upcoming year	Data motivating this change
2020-2021	In response to this survey data, we will follow up with the qualitative responses from students and instructors to ensure that we are streamlining the assignments that they feel best prepare students to meet course learning objectives.	Student quantitative and qualitative data
2020-2021		
2020-2021		

**Please Select all the following that characterize the types of changes described in the above action plan:**

- Assessment criteria revision
- Assessment methodology revision
- Assignment revision
- Budgetary reallocation
- Change in teaching approach
- Course content revision
- Curricular Revision
- Faculty training/development
- Process revision

**Part 6: COMMENTS**

<p><b>Use this section to record any comments, notes, or questions from individuals who reviewed this report.</b></p>
<p><b>School Dean:</b></p>

SAAC Representative: